The Influence of As-Sa'ah Media on Improving Students' Understanding of 'Adad Tartibi in Grade VIII at MTs Ishlahul Amanah

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ABSTRACT

The current development of Arabic language learning in Indonesia is still not optimal, because there are still many obstacles that have to faced especially by students in its implementation. The study examines the impact of "As-Sa'ah Media" on enhancing students' comprehension of 'adad tartibi (ordinal numbers) in Arabic language learning in Indonesia. The research employs a Quasi-Experimental design, specifically the Nonequivalent Pretest-Posttest Control Design. The population in this study was taken from grade VIII students of MTs Ishlahul Amanah totaling 215 students, involving two classes as a research sample. Class VIII F, with students facing difficulties in 'adad tartibi, serves as the experimental group, while Class VIII E, demonstrating better understanding, serves as the control group. Pretest and posttest assessments on As-Sa'ah material are administered, with hypothesis testing conducted using one sample t-test. Results indicate that students using As-Sa'ah media show improved comprehension of 'adad tartibi, evidenced by increased average grades compared to those using conventional methods.
Keywords: Arabic Languange; Learning Media; Education; Ordinal Numbers, Learning

INTRODUCTION

Arabic is a vital language to learn, especially for Muslims. Because this language is the language of the holy book of the Qur'an and hadith, so to explore its contents requires a good understanding of Arabic. In addition, Arabic is also one of the international languages that is widely used throughout the world. Arabic has a huge role as the main means of culture, especially in the fields of science, philosophy, and other disciplines (Fathoni, 2021). Therefore, it is not surprising that people are now starting to realize the urgency of studying Arabic more seriously and deeply, whether it is due to normative or spiritual considerations (Febrianingsih, 2021).Given the importance of learning Arabic, currently many Muslims study it in

educational institutions such as schools, pesantren, and even universities (Sa'diyah & Abdurahman, 2021).

But unfortunately, Arabic language learning in Indonesia has not shown satisfactory results until now, the characteristics of Arabic are different from Indonesian so this is often an obstacle for language learners (Syaifullah & Izzah, 2019). Reporting from Katadata.co.id, based on the Foreign Service Institute (FS) Arabic is ranked second after Mandarin from the list of the 15 most difficult languages to learn in the world (Katadata, 2022). This causes students to feel skeptical when they hear that Arabic is a fun language to learn, so they always consider Arabic lessons difficult to understand. In addition, one of the factors causing this is that currently students learn more in theory, even though learning Arabic requires a lot of practice (Falah, 2016).

In the context of Arabic language learning, there are many things that teachers need to teach to train students' understanding in Arabic. One of the fundamental things that is very important to learn is the understanding of numbers ('adad and ma'dud). In daily life, humans cannot be separated from numbers. However, unfortunately today there are still many students who often face difficulties in understanding the concept of numbers in Arabic (Asiah et al., 2019). One of the main factors that cause this is because the characteristics of the Arabic language are very different from the characteristics of the Indonesian language, so that in order to learn it students must be able to compare and contrast them (Syauqillah et al., 2021).

As in the phenomenon that is often encountered today, many students are still unable to understand 'adad tartibi (ordinal numbers) because they are unable to compare and contrast it with the more familiar type of 'adad, namely the 'adad ashliyyah (Hussin & Marosadee, 2019). The reason is that in Arabic, each type of 'adad has specific rules that are different from other 'adads. This is reinforced by Hijriati's statement in 2024, that currently there are still many students who are less able to understand the concept of number ('adad) and still have difficulty in comparing the types of 'adad that exist in Arabic (Hijriati, 2024). Whereas 'adad tartibi is very important to understand because in its use syntactic errors often occur (Sholihah & Putri, 2023). In addition, the concept of 'adad tartibi will also often be encountered in everyday life, such as 'adad tartibi used in the concept of time in Arabic language learning found in the material "As-Sa'ah" in class VIII. However, if students cannot understand the material, then students will also have difficulty understanding 'adad tartibi.

From this problem, it can be seen that students' understanding of As-Sa'ah material can affect their understanding of 'adad tartibi. Therefore, the solution to students' problems in understanding 'adad tartibi is very important to be researched. One of the solutions to this problem is to maximize and streamline students' understanding of 'adad tartibi when learning As-Sa'ah material. To maximize learning, teachers can usually try several ways, such as choosing the right method or even more optimally using learning media so that learning Arabic is more fun and the teacher

can more easily convey the message or content of As-Sa'ah material. Because based on the results of Furoidah's research, it can be concluded that learning media is very important in helping teachers to convey learning messages so that the material is faster and more easily captured by students (Furoidah, 2020). Herliana and Anugrahaeni also said that learning media are materials or tools commonly used to convey messages or material to students to streamline communication between teachers and students during learning (Herliana & Anugraheni, 2020). So, one of the solutions to students' difficulties in understanding 'adad tartibi in As-Sa'ah material is to use learning media.

Seeing this urgency, researchers are interested in conducting research on the influence of As-Sa'ah media as a learning medium to facilitate students in understanding 'adad tartibi in As-Sa'ah material. Because currently it is very rare for teachers to apply learning media in learning 'adad tartibi (Ashari & Anwar, 2024). According to Hijriati, As-Sa'ah media can facilitate students' understanding of 'adad tartibi and the concept of time in Arabic. According to Ahmad, Riska, and Negara (2023) to introduce the concept of number, teachers can relate the concept to everyday life (Ahmad et al., 2023). This is reinforced by the statement of Ismail et al. who argue that by visualizing the concept of time, students will understand it more easily (Ismail et al., 2023). Therefore, As-Sa'ah media is very solutive for the problems of students who have difficulty understanding the concept of numbers in Arabic.

In 2024, in her research Hijriati said that this As-Sa'ah media also uses materials that are easy to find, easy to make, and attractive in shape (Hijriati, 2024). Rurua et al. stated that making simple but appropriate learning media, by utilizing materials that are easily available in the environment and economical manufacturing costs will be more effective than learning media that are expensive and complicated (Rurua et al., 2023). Likewise, the As-Sa'ah media made by researchers made of cardboard and *Styrofoam*, where there is a clockwork that when rotated students can see the mufradat numbers one to twelve. By using this media, students can see real objects that they usually see when looking at the clock, so they can understand the material more easily. This is reinforced by Haq's opinion which states that one of the solutions in overcoming the problems of learning Arabic is to use physical objects or real objects (Haq, 2023). Therefore, this media can make learning Arabic which was originally considered difficult become more interesting. The purpose and message of the material that the teacher wants to convey can be more easily conveyed and more easily captured by students, so that the use of As-Sa'ah media can have a positive influence on students in Arabic language learning in improving understanding of 'adad tartibi and students can apply it to As-Sa'ah material.

Several research gaps can be identified from the previous studies because of the focus on different aspects of Arabic language learning and the use of As-Sa'ah Media (clock media) in numerous subject. Previous studies have examined the effectiveness of clock-based learning media in teaching various topics such as colors and 'adad and ma'dud, there seems to be a lack of research specifically

addressing the understanding of 'adad tartibi (ordinal numbers) in Arabic language learning. The current study, titled "The Influence of As-Sa'ah Media on Improving Students' Understanding of 'Adad Tartibi in Grade VIII at MTs Ishlahul Amanah," aims to fill research gap by focusing specifically on the influences of As-Sa'ah media in enhancing students' comprehension of 'adad tartibi. This represents a novel contribution to the existing literature by addressing a specific aspect of Arabic language learning that has not been thoroughly explored in previous studies.

LITERATURE REVIEW

Quoted from Al-Gifari (2019), Al-'Adad al-Tartibi or ordinal numbers, signify hierarchical ordering. For instance,العشرون, الخامس عشر, الرابع and الخامس و الثالثون. These ordinal numbers are categorized into four types, similar to cardinal numbers:

1. Mufrad: From أول to عاشرused with masculine nouns and feminized with feminine nouns. For example: التلميذة الثانية, التلميذة الأولى, التلميذ الثاني, التلميذ الأول
2. Murakkab: From حادي عشر to تاسع عشر used with masculine nouns and feminized with feminine nouns. For example: المعلمة لرابعة, المعلما لحادي عشر and عشر and so forth.
3. 'Aqud: From عشرينto تسعين including المئة, الألف dan المليار. For example: التلميذة العشرون, الطالبة المئة, التلميذة الخمسون and so forth.
4. Ma'tuf: Fromعشرين حاد to تسعين و تاسع. For example: الطالبا لحادي و العشرون ,الطالبة الحادية و العشرون ,الرقما لرابعو العشرون ,الصفحة الثالثة و الثلاثون and so forth.

I'rab al-'Adad al-Tartibi (the grammatical inflection of ordinal numbers) serves as an adjective for the counted noun when the counted noun is mentioned. For example:" حضر الطالب العاشر و الطالبة الحادية عشرة". The adjective "العاشر" is in the nominative case with a clear "dammah." The compound number "الحادية عشرة" with a "fathah" occupies a nominative position as an adjective. However, if the counted noun is not mentioned, the inflection follows the operative function accompanying it. For instance: "مررت بالثالث و الرابع عشر".

Basically, 'adad tartibi in both Arabic and Indonesian share singular, teen, and tens forms (Syauqillah et al., 2021)

1. In Arabic, singular ordinal numbers include: الأول، الثاني،الثالث، الرابع، الخامش، السادس. In Indonesian, singular ordinal numbers are "pertama," "kedua," "ketiga," "keempat," "kelima," "keenam," "ketujuh," "kedelapan," and "kesembilan."
2. Arabic teen ordinal numbers include: الحادي عشر، الثاني عشر، الثالث عشر الخامس السادس عشر، السابع عشر، الثامن عشر، التاسع عشر ,الرابع عشر. Indonesian teen ordinal numbers are "kesebelas," "keduabelas," "ketiga belas," "keempat belas," "kelima belas," "keenam belas," "ketujuh belas," "kedelapan belas," and "kesembilan belas."
3. Arabic tens ordinal numbers include: ستون ،خمسون ،أربعون ،ثالثون ، عشرون.سبعون، ثمانون، تسعون. In Indonesian, tens ordinal numbers are "kedua puluh," "ketiga puluh," "keempat puluh," "kelima puluh," "keenam puluh," "ketujuh puluh," "kedelapan puluh," and "kesembilan puluh."

In reality, the structure of Al 'adad in Arabic remains challenging for learners to grasp. Each number has its own specific rules in terms of declension, differentiation, and specification. Often, there are misconceptions or errors in substituting the counted objects, both masculine and feminine. The difficulty in understanding the concepts of 'adad and ma'dud is also felt by the Writer. Student can be said to understand if the student is able to distinguish specific concepts and meanings (Suleman, 2013; Yuhasnil & Romi, 2021). Difficulties in learning Arabic are often alleviated by the presence of learning media. However, it is very rare for educators to implement learning media in the subject of Al 'adad (Ashari & Anwar, 2024).

Essentially, utilizing media in education significantly boosts educational outcomes by enhancing the effectiveness and engagement of the learning process. A variety of media formats, including games, interactive technology, songs, videos, and mobile applications, are employed to facilitate learning (Hasanah Lubis et al., 2023; Riyani et al., 2023). Studies demonstrate that integrating media into education positively influences student motivation, interest, and overall learning results, particularly in subjects like mathematics (Sumantika et al., 2023). Effective teaching strategies highlight the importance of incorporating relevant and captivating media that align with learning objectives and student preferences, leading to enhanced comprehension and skill development. Through creative design and implementation of media in education, educators can establish a more appealing and efficient learning environment that optimizes student potential and success.

Clock media made from a paper carton clock crafted as a teaching aid (Nahdiyah, 2020) or a miniature analog clock used in learning education to help students understand time calculations. It allows students to practice time calculations independently by moving the clock hands to match the requested time (Hakim, 2015). Arabic instructional materials that utilize visual resources effectively enhance understanding abilities and overall language competency by optimizing brain functions (Azis & Suyadi, 2023). Another source found images displayed in media have a substantial impact on the acquisition of Arabic language skills, especially regarding vocabulary. They improve the learning experience, rendering it more efficient and enjoyable for students (Surur, 2023). Additionally, one solution to overcome the issues in Arabic learning is by using physical objects or real objects (Haq, 2023), because by visualizing the concept of time will make it easier for students to understand (Ismail et al., 2023).

In 2018, Permatasari et al., conducted their research entitled "Development of Electric Angle Clock Learning Media for Grade IV Students of SD Negeri 3 Pangeranan Bangkalan" which developed an electric angle clock learning media that aims to see the effectiveness and level of validity and attractiveness of the media and the results of the media proved to be valid, effective, and interesting (Permatasari et al., 2018). Meanwhile in 2022, Mayasari et al. conducted a study entitled "Development of Angle Clock Media in Mathematics Learning at SD

Negeri 12 Lubukinggau". The media used in the study was media made in the form of wall clock media, and the results of this study state that the development of media using angle clocks makes students more active and enthusiastic in learning (Mayasari et al., 2022). From some of the previous research that has been presented, it can be seen that this circle-shaped media has often been used in learning. However, it is mostly used in mathematics learning in studying angles, while researchers examine As-Sa'ah media in the form of clocks with clock vocabulary in Arabic.

Then, in the scope of Arabic language, there was a study by Hidayat and Khofifah in 2022, entitled "The Effect of Learning Media "Clock Corner" on Learning Outcomes in Arabic Language Lessons of Class VII Madrasah Tsanawiyah (MTs) Tegalrejo Magelang". This study uses learning media similar to As-Sa'ah media and examines its effect on learning outcomes, but the difference is that the material studied is material about colors in Arabic. So that the media is a collection of color vocabulary in Arabic and its colors with the results of the media research affecting Arabic learning outcomes (Hidayat & Khofifah, 2022). The similarity with this study is that the media used are both media with the concept of wall clocks and examine the effect, while the difference is that the material discussed in this study is As-Sa'ah material which includes Arabic vocabulary and syntax, namely adad tartibi. Another difference is that this study examines the effect on mastery of Arabic vocabulary.

In 2024, there was research that also examined As-Sa'ah media. The research was conducted by Hijriati entitled "The Effectiveness of Using Wall Clock Media to Improve Students' Ability to Understand 'Adad Ma'dud (Experimental Study at MTs Nurul Islam Peudada)". The study examined the effectiveness of using as-sa'ah media in understanding 'adad and ma'dud with a quantitative approach. As-Sa'ah media was declared effective in improving understanding of 'adad and ma'dud (Hijriati, 2024). It can be seen that the difference between her research with this research is that the topic of this research is more specific, namely 'adad tartibi (ordinal numbers). While the previous research was 'adad and ma'dud.

METHOD

Design and Samples

This research uses a quantitative approach, while the research method used is quasi-experiment. Quasi-experiment is a study that provides *treatment* and measures the consequences that aim to see cause and effect, namely by involving a control group with an experimental group. According to Hastjarjo, quasi-experiments are almost the same as true experiments, but what distinguishes them is that quasi-experiments do not use *random assigment* but use existing groups or are called *nonrandom assignment* (Hastjarjo, 2019). In this research, two classes will be taken by *nonrandom assignment* as samples, namely classes that already exist and are given from schools, namely class VIII E as the control class and class VIII F as the

experiment because As-Sa'ah material is contained in class VIII material, and in class F there are still many students who have difficulty in understanding adad tartibi. The type of research design used is *pre-test and post-test with non-equivalent control-group design*. So, this experimental research was conducted on two groups, namely the experimental class and the control class. According to Swarjana, Subawa, and Ardiawan, this design can be used in research in which the researcher only wants to know the effect of learning outcomes between the control group and the experimental group, not to know the increase in learning outcomes of both groups (Swarjana et al., 2021). This research was conducted at MTs Ishlahul Amanah in January-March 2024.

Table 1
Desain Penelitian Pre-Test and Post-Test with
Non-Equivalent Control-Group Design

Group	Treatment	Posttest
EC	X1	O1
CC	-	O2

Description:
EC : Experimental class
CC : Control class
X1 : Treatment using As-Sa'ah media
X2 : Treatment using lecture model
O1 : Posttest for experimental class
O2 : Posttest for control class

Instrument and Procedure

Before research in the field, the first thing to do is data processing to test the statistical requirements needed as a basis for hypothesis testing, such as tests of normality, validity, reliability, and homogeneity of data. If the data has been tested, then a *pretest* will be conducted first in the experimental class and control class. The class with the smallest average value will be used as the experimental class to then see whether after the *treatment* there is an influence or not. After the experimental class is determined, then the experimental class will be given*treatment* using As-Sa'ah media and the control class will be given conventional methods. Then the two sample classes were given a *posttest* to find out whether the results of the *treatment* had an effect or not. After that, the results of the study were collected and conducted t-test, normality, and ANOVA. All statistical calculations of this study used the help of *SPSS 16*.

RESULT AND DISCUSSION

Before starting the research, it's essential to ensure that the questions used are normal, valid, and reliable. The study involves testing student scores from tests, beginning with prerequisite tests for normality, validity, and reliability, followed by t-tests, homogeneity, and ANOVA. Results show that the data is normally

distributed for both Class E and Class F. The validity test indicates that all question items are valid. The reliability test reveals that the data meets the reliability requirement, with a Cronbach's Alpha value of 0.615 exceeding the threshold of 0.602. Therefore, the data is considered reliable.

After the data was confirmed to be normal, valid, and reliable, field research was conducted in the form of pretests and posttests in the experimental and control classes. Then, to see the average difference in learning outcomes between the pretest and posttest results of students in the experimental and control classes, the homogeneity test was carried out, then the normality test and t-test were also carried out in both classes. After that, finally to be able to describe the effect of using As-Sa'ah media, the ANOVA test was conducted.

Pretest-Posttest Class E

The normality test results for the pretest and posttest in Class E indicate that the significance value of Asiymp.Sig (2-tailed) is 0.139, exceeding the threshold of 0.05. Consequently, based on the Kolmogorov-Smirnov normality test criteria, it can be inferred that the data follows a normal distribution. Therefore, the prerequisite of normality for the pretest and posttest scores in Class E has been met.

Paired T-Test

Table 2
Paired T-Test

Test	Mean	N	Std. Deviation	Std. Error Mean
Pretest	40.00	30	20.678	3.775
Posttest	57.33	30	22.427	4.095

(Data from SPSS Version 20, 2016)

Based on the table above, a summary of the descriptive statistical results of the two samples studied, namely the pretest and posttest scores in class E (Control Class) is shown. For the pretest value, the average learning outcome or Mean is 40.00. While for the posttest value, the average value of learning outcomes is 57.33. The number of respondents or students used as research samples was 30 students. For the value of Std. Deviation (standard deviation) on the pretest was 20.678 and the posttest was 22.427. Finally, the value of Std. Error Mean for the pretest was 3.775 and for the posttest was 4.095.

Because the average value of learning outcomes on the pretest 40.00 < posttest 57.33, it means that descriptively there is a difference in the average learning outcomes between the Pre Test and Post Test results in class E.

Paired Samples Test

Table 3
Paired Samples Test

Test	Mean	Std. Deviation	Lower	Upper	Sig.(2-tailed)
Pretest E - Posttest E	-17.333	18.182	-24.122	-10.544	.000

(Data from SPSS Version 20, 2016)
H0 = There is no average difference between pretest and posttest learning outcomes, which means there is no effect of using As-Sa'ah media.
Ha = There is an average difference between pretest and posttest learning outcomes, which means that there is an effect of using As-Sa'ah media.

According to Singgih Santoso (2014: 265) in (Indarto & Pujosusanto, 2020), the decision-making guidelines in the paired sample t-test test based on the significance value (Sig.) of the SPSS output results, are as follows.
1. If the value of Sig. (2-tailed) <0.05, then H0 is rejected and Ha is accepted.
2. Conversely, if the Sig. (2-tailed) > 0.05, then H0 is accepted and Ha is rejected.

Based on the "Paired Samples Test" output table above, it is known that the Sig. (2-tailed) is 0.00 <0.05, then H0 is rejected and Ha is accepted. So it can be concluded that there is an average difference between pretest and posttest learning outcomes in class E (control) which means that there is an effect of using conventional learning methods (without As-Sa'ah media). The "Paired Samples Test" output table above also contains information about the value of "Mean Paired Differences" which is -17.333. This value shows the difference between the average Pre Test learning outcomes and the average Post Test learning outcomes or 40.00 - 57.33 = -17.333 and the difference between -24.122 to -10.544 (95% Confidence Interval of the Difference Lower and Upper).

Pretest-Posttest Class F

The outcomes of the normality examination conducted in Class F indicate that the significance value of Asiymp.Sig (2-tailed) stands at 0.068, exceeding the threshold of 0.05. Consequently, according to the criteria established in the Kolmogorov-Smirnov normality test, it can be inferred that the data adheres to a normal distribution. Therefore, the presumption or necessity of normality in both the pretest and posttest outcomes within Class F has been satisfied.

Paired T-Test

Table 4
Paired T-Test

Test	Mean	N	Std. Deviation	Std. Error Mean
Pretest	31.29	31	13.599	2.443
Posttest	61.94	31	16.004	2.874

(Data from SPSS Version 20, 2016)

Based on the table above, a summary of the descriptive statistical results of the two samples studied, namely the pretest and posttest scores in class F (Experimental Class) is shown. For the pretest value, the average learning outcome or Mean is 31.29. While for the posttest value, the average value of learning outcomes is 61.94. The number of respondents or students used as research samples was 31 students. For the value of Std. Deviation (standard deviation) on the pretest was 13.599 and the posttest was 16.004. Finally, the value of Std. Error Mean for the pretest was 2.443 and for the posttest was 2.874. Because the average value of learning outcomes on the pretest 31.29 < posttest 61.94, it means that descriptively there is a difference in the average learning outcomes between the pretest and posttest results in class F.

Paired Samples Test

Table 5
Paired Samples Test

Test	Mean	Std. Deviation	Lower	Upper	Sig.(2-tailed)
Pretest F - Posttest F	-30.645	20.806	-38.277	-23.013	.000

(Data from SPSS Version 20, 2016)
H0 = There is no average difference between pretest and posttest learning outcomes, which means there is no effect of using As-Sa'ah media.
Ha = There is an average difference between pretest and posttest learning outcomes, which means that there is an effect of using As-Sa'ah media.

According to Singgih Santoso (2014: 265) in (Indarto & Pujosusanto, 2020), the decision-making guidelines in the paired sample t-test test based on the significance value (Sig.) of the SPSS output results, are as follows.
1. If the value of Sig. (2-tailed) <0.05, then H0 is rejected and Ha is accepted.
2. Conversely, if the Sig. (2-tailed) > 0.05, then H0 is accepted and Ha is rejected.

Based on the "Paired Samples Test" table above, it is known that the Sig. (2-tailed) is 0.00 <0.05, then H0 is rejected and Ha is accepted. So it can be concluded that

there is an average difference between pretest and posttest learning outcomes in class F (experimental) which means that there is an effect of using As-Sa'ah learning media in class F (experimental). From the "Paired Samples Test" output table above also contains information about the value of "Mean Paired Differences" which is -30.645. This value shows the difference between the average pretest learning outcomes and the average posttest learning outcomes or 31.29 - 61.94 = -30.645 and the difference between -38.277 to -23.013 (95% Confidence Interval of the Difference Lower and Upper).

ANOVA Test

Then to see the extent of the difference in the average student scores after the use of As-Sa'ah media, the ANOVA test was conducted as follows.

Table 6
ANOVA Test

Test	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Posttest Class E	30	57.33	22.247	4.095	10	100
Posttest Class F	31	61.94	16.004	2.874	30	90
Pretest Class E	30	.40.00	20.678	3.775	10	90
Pretest Class E	31	.31.29	13.599	2.443	10	70
Total	112	.47.62	22.158	2.006	10	100

(Data from SPSS Version 20, 2016)

Based on the ANOVA test above, it can be seen the difference in average scores with the following explanation:
a) The average Pretest score of class E (control class) is 40.00
b) The average Posttest score of class E (control class) is 57.33
c) The average Pretest score of class F (experimental class) was 31.29
d) The average Posttest score of class F (experimental class) was 61.94

From these results it can be seen that the use of As-Sa'ah learning media positively affects the improvement of understanding 'adad tartibi. Students in the experimental class, namely class F experienced a greater improvement compared to the control class (class E). This shows that the media had an influence in supporting the learning process and improving students' understanding of 'adad tartibi.

The following is a summary of the pretest-posttest outcomes observed in both the experimental and control classes. The aim is to assess the degree to which learning outcomes differ when employing As-Sa'ah media compared to conventional teaching methods (without As-Sa'ah media).

Table 7
Recapitulation of Pretest-Posttest Values of Classes E and F

Group	Pretest	Posttest	Differences
Control Class	40.00	57.33	17.33
Experimental Class	31.29	61.94	30.65

The research findings reveal interesting insights regarding the efficacy of using As-Sa'ah media in increasing students' understanding of As-Sa'ah material and indirectly their understanding of adad tartibi. After using the As-Sa'ah media, students are able to distinguish between ordinal numbers ('adad tartibi) and cardinal numbers ('adad ashliyyah). Therefore, it can be concluded that students understand ordinal numbers. This is in line with the theory stated by Suleman (2013) in Yuhasnil, that students can be considered to understand if they can distinguish specific concepts and meanings (Yuhasnil & Romi, 2021). The students can more easily understand the material with the help of As-Sa'ah media which is a visual media with a real object. This is in accordance with what Haq said in 2023, that one solution to overcoming Arabic language learning problems is to use physical objects or real objects (Haq, 2023). Additionally, this is supported by Ismail's opinion stating that as visualizing the concept of time students will understand it more easily (Ismail et al., 2023).

The pretest results showed that students' general level of understanding was low, as evidenced by the majority not meeting the minimum completeness criteria (KKM), with an average pretest score of 40.00 in the control class and 31.29 in the experimental class. After research, there are several factors that could be the reason why this could happen, including because the complex rule structure of Arabic is very different from Indonesian. As said by Syauqillah et al. previously, where students were unable to compare and contrast them (Syauqillah et al., 2021).

Based on the observations made by the researcher in the field, there are several factors explaining why As-Sa'ah Media influences the improvement of understanding 'adad tartibi:

1) Combining As-Sa'ah Media with games

Based on interviews with the teacher, many students still struggle with reading Arabic (qira'ah), leading to a decrease in their motivation and interest in learning the language. However, according to Nihayati and Agustriasih, students' motivation and interest greatly affect their understanding when learning something (Nihayati & Agustriasih, 2021). Therefore, using As-Sa'ah Media is a suitable step because learning media can enhance students' motivation and interest. This is supported by Halawa's statement that learning media influences students' motivation or interest in learning (Halawa, 2022). Furthermore, by combining As-Sa'ah Media with simple games, it can further optimize students' interest and motivation, as stated by

Nihayati and Agustriasih that games are an effective strategy to enhance students' interest and motivation as they make learning less boring (Nihayati & Agustriasih, 2021).

2) As-Sa'ah Media can enhance students' focus

Based on the researcher's field observations, students' focus decreases the longer they study, as stated by Setyani and Ismah that many students struggle to maintain focus during lessons involving numbers, even at the beginning of a session (Setyani & Ismah, 2018). Furthermore, students' focus diminishes especially when studying something related to numbers. This is supported by the statements of Pohan, Siregar, and Harahap, that students tend to avoid numerical tasks and their focus diminishes if the duration and timing of the learning session are inappropriate (Pohan et al., 2023). By using As-Sa'ah media, which is a visual media, according to Azis and Suyadi, this media can enhance students' understanding by helping optimize brain function. Additionally, this media can improve students' focus because As-Sa'ah Media can be adjusted as needed and has a physical or real objects. Therefore, it is not surprising that As-Sa'ah media can influence the improvement of understanding ordinal numbers, as this media has a real object and based on what was previously discussed, media with physical form and real objects can overcome issues in Arabic learning.

However, after the implementation of the posttest, both classes exhibited significant increases in mean values, with 57.33 in the control class and 61.94 in the experimental class. A deeper analysis of the data reveals a noteworthy trend: the experimental class, utilizing As-Sa'ah media, exhibited a higher mean posttest value (61.94) compared to the control class (57.33). This shift is particularly striking considering the experimental class initially had a lower mean pretest value (31.29) compared to the control class (40.00). This indicates a substantial improvement in learning outcomes in the experimental class following the intervention with As-Sa'ah media. This is due to the fact that by using this wall clock media, students can be more focused because its appealing and tangible form makes learning more engaging and interactive. This aligns with previous research indicating that the utilization of visual media can influence students' understanding and engagement in the learning process (Hasanah Lubis et al., 2023). Additionally, Sumantika also states that this media can have a positive impact on students' motivation, interest, and comprehension (Sumantika et al., 2023).

Given these results, it's clear that As-Sa'ah media plays a crucial role in aiding learning and enhancing students' understanding of 'adad tartibi. Looking ahead, future studies could explore in greater detail the precise ways in which As-Sa'ah media improves learning results, perhaps by examining cognitive theories like constructivism or multimedia learning theory. Moreover, given the increasing significance of technology in education, further exploration into how to best incorporate digital media tools such as As-Sa'ah media into the curriculum could provide valuable insights for educational practices.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that there is a positive influence on improving the understanding of 'adad tartibi in class VIII students at Mts Ishlahul Amanah. This influence can be attributed to the increase in the average score of students in Arabic language learning on As-Sa'ah material. Where the material studies the concept of time using 'adad tartibi, so that indirectly students can understand and distinguish 'adad tartibi after understanding the material. Therefore, it can be said that students' understanding of 'adad tartibi can be seen from their understanding of the As-Sa'ah material. So after using As-Sa'ah media, students can more easily understand and distinguish 'adad tartibi. In addition, the results of the class that used As-Sa'ah media, the average value became greater than the average value of the class that only used conventional methods.

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